reading 6-22

4 CUEING SYSTEMS

PRAGMATIC
prior knowledge, "mice have rabies", umbrella, everything you know

SEMANTIC
the meaning of any word within this context

SYNTACTIC
substitute proper parts of speech, a verb for a verb

GRAPHO-PHONIC
disabled readers over focus on "black marks on the page"; cannot study other cueing systems alone except this one; all commercial products focus on this system and lend themselves to the following misconceptions:

Common Misconceptions about the Reading Process

learning letters and sounds is a prerequisite to reading.

reading is:

blending letters into sounds
decoding print
learned sequentially
correct pronunciation of words
knowing words

early readers learn reading as language, eg., navigate meaning with the concept of story . . . how kids pass on info to each other, the "tale"; difficulty = isolated from context; clue/cues from surrounding text . . .

reading 6-23

lit. share:

the real mother goose clock book, checkerboard press (resource center: laminated clock pattern, use brads to move clock hands at seats).

love you forever, robert munsch ... family traditions

The Summer of the Swans, Betsy Byars ... mental retardation,

The Great Gilly Hopkins, Katherine Peterson, troublesome child,

Arthur, For the very first time, Patricia MacLachlan

Ramona . . . Beverly Cleary

Dear Mr. Henshaw, Beverly Cleary

Anastasia . . . Lois Lowry

The stinky cheese man and other fairly stupid tales, Jon scieszka and lane smith

```
                                                         Math
                                                         /
literature web, eg., Book Title:The Black Pearl
                              /                          \
                   Art: crayon resist              social studies
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basically brain storming ...

School Districts: get mission, philosophy statement to know district philosophy

---

"Dana" discussion: how do you feel about the experience?

Frustration... - have to know your definition of reading: if it's correctly pronouncing words, then standardized tests okay. But if it's constructing meaning then the question has to be asked,"Okay, what does it mean?" THINK: We read to get information not to show off pronounciation ability.

Difficulty with out loud reading in class with students interupting the reader, "polite listener" or use partner reading (not boring); watch the "mis-cueing" = screwing up reading.

What's Whole in Whole Language?

The Semantic System: Learners approach the reading task with a great deal of knowledge about the world. Much of this information has been given a language label, context from what is in this kind of story...

The Syntactic System: Readers have a lot of grammatical knowledge available to them in their atempts to make meaning of print. Even though they may not be able to talk about the language using grammatical terminology, they know the grammar rules . . .

The Graphophonic System: The graphophonic, or letter sound system often receives the most attention . . .

The Pragmatic System: includes the situational context in which language is used as well as the learner's prior knowledge.

06-24-93

reading

personal info: be prepared.

The House that Crack Built, Clark Taylor

Linguistic:
Formal study of language

Sociolinguistics:
study of the use of language within the context of culture and society

Psycholinguistics:
study of thought and language.

cueing systems:
semantic
syntactic
praphophonic
pragmatic

Theoretical view of the basal vs. whole language:
constructivist model: more responisibility to student vs. behaviorist

transaction action: back and forth (vs. trasmission- one way)

Focus on 4 cuing systems

from whole to part

student-centered (adjust style, based on students)

community of learners (common goal of learning).

text as authority (vs. teacher as authority)

authentic literature: the real book, not an excerpt

integrating (all you subject areas)

focus on deep structure

miscue analysis/portfolios (vs. standardized testing)

words in context

holistic

internal motivations
diversity

actives student

HOW WILL YOU ENCOURAGE RISK TAKING IN YOUR CLASSROOM?

praise attempts
don't be critical
win/win (several answers)
model! take risks, make your own mistakes
safe environments
community of mutual respect
give choices
discuss with small group and move to big group
use "wait time"
sense of fairness
sense of humor
personalize things

English-Language Arts Framework, 1987 -

Brainstorming for tutoring;
resource book:
great writing ideas, p.19
bloom's taxonomy, p.29 - comprehension
Caldecott & Newbury p. 44-49
AN INTEREST INVENTORY, appendex-> a-1
another inventory question, a-6
planning your instructional time, a-8
scavenger hunt ideas,
draw yourself
talk to parent/child before meeting
use photos
journals

see Troy Espinosa

idea: torn-up ransom note.

HOMEWORK:

06-28-93

Reading with reason 2 chapters per person - jigsaw chapter 7&8

perspectus - 1 page summary THURSDAY - SPECIAL PROJECT - "practical project"

BEGIN A LONG TERM STUDY - Annotated Bibliography

Assessment:

Calif Learning Record:
    assessment via multiple records
    observation conference

resources:
Evaluating Literacy, Heinamman
The Whole Language catalog Supplement on Authentic Assessment (miscue analysis)
strategy plans.

6-29-93 reading class notes

"The Piggybook", Anthony Browne
    roles
"Outside Over There" Maurice Sendak ("Where the Wild Things Are")
- child kidnaping.
"Just So Stories," Kipling
    cause/effect
"The King's Chessboard" David Birch illust., Devis Grebu
(multiplication)
Math ideas with lit.
"Innumeracy"
"How much is One Million" how big is one million?
math is universal, counting in X-language (learn the numbers in that language)

CD-ROM mac="Scary Stories for Rotten Kids"

PLR
observation! depth versus standardized . . .
grouping and tracking - from standardized testing.
CTBS, CAP

6-30-93

A Fairy Went A-Marketing, Rose Fylemen
    math

Tommy at the Grocery Store, Tommy Grossmen

First Grade Takes A Test, Mariam Cohen

Assessment:
    grouping (special services)
    resource (help) - qualify by discrepency between "achievement" and "potential". Collaberative model - resource teacher in the room, student not removed.
        project READ:

Writing with Reason
1: The grouchy lady bug; what's my name ladybug? Joe, correspondence; math activity; how old am I; bubble talk - cartoon; value of print; bubble = speech mark
2: 2 1/2 yr old, book talk, eg., "I wonder what's outside, he said"; word games; repeating, using books as models; understands context - can summarize if threat he changes to pleasant; train talk.
3: "the jolly post man" - former teacher, letter writing, scott's five letter letter, at first just respond to her question, eventually brought up own inquiries
4: Dear Mrs. Diary; teacher interested in the thinking behind the writing, journal writing with teacher open response;

7-01-93

One Hundred Hungry Ants, Elinor J. Pinczes
good math book about rows

JoCasta Carr by Roy Gerrard
geography, travel, culture, friends
Animals Born Alive and Well, Heller -

Wagon Train, animal store - will "rent" pets

Misc Housekeeping:
- Begin a long term study: 15+ item bibliography eg., Ken & Yetta Goodman items
- Grouping: random, interest, multi-grade level grouping=okay
  avoid skill level grouping
- midterm: in the air, not decided, big broad questions, review: What's Whole in Whole Language and CA Framework

Writing with Reason chapters:
5: teacher made rules - bombs out; kids write rules when visiting a museum, rules in a jail; dialogue ... re-draft
6: practice being an

9: shared writing, parent/child
10: kids self-authored books reviewed with "real books"
11: Jolly Postman, continued: adding to fairy tale letters
12: kids write their own book, small group, newsletter idea

Creating Classrooms for Authors, Burke, et. al. (upper grade ideas)

The Writing Process:
state handbooks: Practical ideas for teaching writing as a process (showing, not telling); Handbook for planning an effective writing program.

- prewriting/brainstorming
  "quick write" - first 5 minutes of class begun with quote
  "the kids book of questions"; journals - story starters, academic log (what did I learn); personal journal - between teacher and student (set up well re: privacy);
- writing
- responding (reacting to what is written)
- revising (re-examining what was written)
- editing (refining what was written)
- evaluating
- post

Ann HasDieson, The Multiple Worlds of Child Writers
Sarah Friedman, UC Berkeley

classroom ideas:

art and writing throughout the year (3 lists) switched: 3x5 index cards (laminated) yellow=action, blue=place, pink=person = build a story

picture file box; magazine pictures pasted to construction paper laminated - write story about pictures

make a book ...

sending work to "outside publishers"

Showing/Not Telling:

be descriptive - eg., "The rollercoaster was the scariest ride at the fair" vs. making the mental picture. showing paragraph instead of a telling sentence; activity - group writing showing paragraph, whole group share to figure out original telling sentence.

7-06-93
Thursday: first draft of tutor reading report (eg., "final report")
p. A10 resource book

The Legend of Indian Paintbrush, Toomie dePaola
native american studies, painting, indian art, legends, related to Leo, the Late Bloomer

Hey, Al, by
comparative lit., Pinoccio, what kind of animal would you be.

Showing, Not Telling

telling: my bedroom was a mess/ roller coaster ride
showing: description . . .

step one: telling sentence: "The kitchen is a mess"
step two: close your eyes, use all your senses to picture the room
step three: open eyes, tell me what you see - idea wheel
step four: three or four sentences using ideas to make a paragraph

exercise: The pizza is delicious

Model Curriculum Guide

phonics: short, sweat, done by 2nd grade - moderate view about explicit useage of teaching letters and sounds (vs. grapho-phonic cueing system: natural relationship between print and sounds)

Mid-term Questions

open-book/notes - pass/no pass
format: two questions, plus one response to list of quotes

- cueing systems:
    - pragmatic
    - semantic
    - syntactic
    - grapho-phonic
- constructivist (theory) vs. behavior (traditional): whole language is a constructivist theory
- psycholinguistic: it comes all together mentally without thinking about or needed explicit instruction - IDEA: colors example - three basic colors make all of the other colors in your head without conscious computation, just like "good reading"
- portfolios/mandates: don't emphasize but don't ignore!

7-8-93

reading:

using 7-8 handout:

BUILDING COMPREHENSION SKILLS:
Directed Reading-Thinking Activity (DRTA)
ask re-telling question and predicting questions; beware of breaking up the train of thought too much; (alternate: DLTA during listening activities).

QUESTIONING TECHNIQUES:
Art of Questioning - Bloom's Taxonomy - basals generally concentrate on Knowledge/Comprehension; Application, Analysis, Synth, Eval, subject to interpretation/

QUESTION ANALYSIS:
Another form of using taxonomy

BUILDING VOCABULARY KNOWLEDGE:
concept webs, word wheel, vocabulary self-selection strategy, word sleuthing (origins), word of the day/week (can be fun depending on usage - given with context

HAVING FUN WITH WORDS:
....
Crazy English or Anguished English, Lederer

Literature in the Content Areas:
Language Arts:
The Kids Book of Questions, Stock, Gregory - story starter
Kites Sail High, Ruth Letter
The King Who Rained, Gwynne, Fred
A Chocolate Moose for Dinner, Gwynne, Fred
Dear Mr. Henshaw, Cleary, Beverly ---> Something About the Author, available at the reference section of the children's section - for writing
The Jolly Postman
Sincerely Yours, Elizabeth James, and Carol Barkin

Math:
Anno's Math Games
Math & Literature - for ideas and lit. with math content
Books You Can Count On, Heinemann
Literature for Science and Mathematics, Cal State Dept of Ed.

Social Studies
Shh! We're Writing the Constitution, Jean Fritz
What's the Big Idea, Ben Franklin, Jean Fritz
My Brother Sam is Dead - the revolutionary war
By the Great Horn Spoon - CA gold rush
The Little House Cookbook
West From Home, Laura Ingalls Wilder

Literature for History-Social Science
Do People Grow on Family Trees?
We the People, Peter Spier

Science:
Recycle
Rainforest
The Great Kapok Tree
The Sign of the Seahorse

reading 7-13-93
(no notes from 7-12)

Pam Perkins talk:

Seven Blind Mice, by Ed Young - confusing the parts for the whole
Wilfred Gordon McDonald Partridge, by Mem Fox, ill. by Julie Vivas
Lee-Lee the Sheep, Open Court system

reading = constructing meaning

confrontation - what do you do? Head buffalo versus head goose paradigm; staff development - need to read journals to keep up;

starting readers need predictability, learning about stories and how language works; three invisible cueing systems (prag, sem, syn) gives the reader momentum;

Correcting spelling? don't correct, if they ask it can be a grapho-phonic lesson, wait until they notice; do your best - eg. KZN = cousin or Wns = Once;

joining the literacy club: whatever it takes, let them work at there level/genre, even comic books; Second language acquisition - ideally = supportive, reading.

phonics - requires a pre-existing knowledge of reading.

Dyslexia - there are "reading problems" - but is there . . . ? confusing "vision" issue with "reading" problem - over-focusing on one cueing system (grapho-phonic); dualism - is the student "dyslexic" or "dumb"? parents would rather that the student is dyslexic, labeling trouble.

07-14-93

reading

Final report - needs to be read by 4 people! Ugh!

Special project: need 15-18 copies
literature web: one page brainstorming - copies for everyone!

"56 B.C. and All That" an unofficial history - Anguish English, and Crazy English by Richard Lederer ugh

STARTLING STATISTICS:

- Walk into any elem. classroom and there is a 90% chance that you will see students and teachers working with basal readers, workbooks, or tacher's manuals (Goodman, Report card on Basal Readers)

- 75% to 90% reading periods simply follows the lead of the basal reading programs of national textbook pubs (handbook of planning an effective lit program)

- about $300,000,000 on basla readers in '85 (goodman)

- 70% elementary reading instruction = seatwork (1 hour a day) (effective lit.)

- 1,000 workbook pages and skill sheets during reading period (becoming a nation of readers)

- grades 1, 3, 5 only 15% of the school day was spent in any kind of writing activity, 2/3 writing = word copying; high school typical writing assignment = 1 paragraph (nation of readers)

- secondar schools 40% of classtime = paper and pencil work, only 3% homework = 1 paragraph composition

History of Reading instruction:

20-60% illiteracy mid-1600's

1647 MA colony townships over 50 = needed teaching

- mid-1800 Hornbook, NewEngland Primer; reading = memorization
Hornbook - single mini-paddle-shaped 3x5 alphabet, syllables, and Lord's Prayer covered; Primer = "A = in Adam's fall we sinned all

- 1836, McGuffey's Eclectic First Reader for Young

- 1870, Horace Mann introduced the "word method"

- 1900's Thorndyke psychologist
  law of readiness, exercise;effect; stimulus

- 1910 scientific management, eliminate "unnecessary" curriculum stuff; 48 maxims - foundation of early basals

- 1930 - basals strong support

- 1950 questioned effectiveness of basals

Find out your resources before opening your wallet - school, resource center, other schools, district office, if you buy = use a book club - if kids buy use book club! get points!!!

reading
7-15-93

Literature Webs:

Jennifer - The Great Kapoke Tree
tree cutter naps under the tree and animals tell him about how the tree is their home/eco-system.

Hiedi Feller - The Whipping Boy
bratty prince, whenever he's bad the whipping boy gets it; they escape and become friends.

Denise - Many Moons
princess and ice cream; princess wants the "moon"

Multicultural literature:
bridging the gaps; Stephanie, lots of whole language; don't segregate, use books from their culture - create the environment - in biligual don't always start with English then go to Spanish, sometimes start with the other language; The Terrible Things allegory about the Holocaust.

"Sheltered" English: authentic reading and writing is just good teaching - kids don't really like seat work and hand-outs. [see handout]

picture books:
Honey, I love, greenfield

novels:
Gordon, Sheila, Waiting for the Rain. s. africa
Spinka, White Hare's Horses, native amer.
Coerr, Eleanor, Sadako and the Thousand Paper Cranes, japanese a-bomb
Craven, Margaret, I heard the owl call your name, native amer
savage, deborah, A Rumor of Otters, new zealand
Yep, Laurence, Dragonwings, chinese amer.
Ward, Glenyse, Wandering Girl, australia
Taylor, Theodore, The Cay caribean
Childress, Alice, A Hero Ain't Nothin' but a Sandwich, afro amer dialect...
Borton de Trevino, Elizebeth, El Guero
McKissack, ed,. A Piece fo the Wind
Kuklin, Susan, Speaking Out - Teenager's Take on ... G.P. Putnum
Roll of Thunder, Hear my cry, Afro-Amer, Mildred Taylor
Houstin, Farewell to Manzanar, japanese internment camp
soto, gary, Living up the Street, simple stories

Multicolored Mirrors, product of a conference, Highsmith Press, Fort Atkinson, Wesconsin
Chinese Mother Goose Rhymhs
Little One Inch, japanese

special project - 19 copies by Thursday

FOR MONDAY:
due CA candidate evaluation, page 59, resource book
Caught in the Middle, review monday

reading
7-19-93

alternative lifestyles:
Heather Has Two Mommies
Block, Francesca Lia. Witch Baby and Cherokee and the Goat Guys
(main character: Weetzie Bat; UCI writing project)
Literature Webs:

Mika on The Grouchy Ladybug, by Eric Carle
Eva on bread unit - eg., Tony's Bread, Tomie dePaola

Bobbie Fisher on Reader's Theater
The Napping House
Homecoming, Cynthia Voight.

The Magic Theater, by the Dramatic Publishing co., P.O.Box 109, Woodstock, IL 60098 (alternate publisher: Samuel French, 7623 Sunset Blvd., Hollywood, CA 90046); good transition from reader's theater to "actual" theater; no props needed, minimal wardrobe, short vinette lines group parts for shy folks, very flexible---tech positions for non-stage people; all popular books (eg., Charlie and the Choclate Factory, James and the Giant Peach).

Family Literacy . . .

reading
7-20-93

Literature Webs:

Dave on Pedro and the Padre, by Verna Aardema
Lee-Ann on Little House on the Prarie, by Laura Ingalls Wilder
Kris on Where the Forest Meets the Sea, by Jeannie Baker
others . . .

Caught in the Middle

Middle school students, forgotten single-subject; transitional group; having to prepare fifth and sixth grade students not to be so totally dependent on the teacher - in seventh/eighth grade with class-changing teachers are less available for support;

reading
7-21-93

Housekeeping:
controversy: Weetzie Bat, Klein, Bloom
junior high girls at lunch... (weight, drugs, alcohol, boys)

Final Exam:
discuss original "what is reading" essay and personal assessment paragraph

Literature Webs:

Marina on Charlie the Caterpillar by Dom Deluise (ugly duckling story)
Gina on Cloudy with a Chance of Meatballs, by Judy Barrett
Jennifer on Anansi the Spider, by Gerald McDermott
Jennifer on The Reason for a Flower, by Ruth Heller
Michele on The Great Kapok Tree, by Lynne Cherry

Getting A Job:
Go to the school district, check-out mission statement, general philosophy statement, homework policy, discipline policy; some school more independent that others. Ask questions when picking up application: when do you interview/hire, don't apply too early or you'll get lost in the shuffle.

DO: address of school and principal's name; info from CA public and private school directory - current year; nice cover letter, intro self, why you're interested in school or district, drop names, copy of resume (one page) ---> send directly to school ("attention Mr. X"); done for all schools - with district office application complete! (each district is different); sometimes district level interview first or school.

For the interview: - go to interview equipped:
A. portfolio:
  1. resume---statement of goal, education, experience, publications, presentation, prof. memberships
  2. transcripts,
  3. any awards, copy of teaching credential (copy of letter of application),
  4. professional accomplishments (evaluation: student teacher master teacher report; misc. awards; evaluations)
  5. letters of recommendation -

B. Bring in sample:
  1. of unit that you've designed (or a book); nicely bound and printed
  2. of student's work (eg., student book---individual or class work)
C. Discuss plans for Professional Development (adv. deg./org.)
D. Prepared for questions re: role-playing with classroom management philosophy, set-up, "Trivial Pursuit", why teaching? unique talents noted! key in with info from statement docs
E. And then . . . a follow-up thank you note.

Joe Bustillos

What is reading?

→ Reading is the transmission of information through written symbols. The reader & the writer must first have a fundamental agreement on the meaning of the symbols. There must also be a common cultural framework or context for the reader to appreciate the work of the writer.

On a ~~less~~ "encyclopedia-definition" level reading might be thought of as a way for one person or group to travel through the thoughts of another person or group. Reading is a way of getting inside of someone else's mind. I guess you could say that it's a working form of E.S.P. (where the writer invites the reader to "read" his/her mind).

Joe Bustillos
ED 502 Teaching Reading
Special Project Prospectus 7-01-93

An obvious area of interest for me is computers and education. Much, if not just about all, of the focus of the popular media on computers is geared toward business usage or business applications. If education *is* brought into the discussion it is usually in reference to some "game-like" computer application whose educational qualities are not "overwhelming." Conversely, what little I've seen of educational literature on computers has tended to focus on the computer's statistical capabilities or on applications that might be better suited for Secondary- or College-level students. It would seem that the popular media is largely ignorant of the what types of needs the education market might have regarding computers and the educational market is uninformed about the potential value computers might have for the classroom.

I would like to develop an "In service" unit focusing on some of the resources and pitfalls that computers might have for elementary teachers. For example, even though Apple takes great pride in getting Apple]['s into elementary classrooms the real value of having a single computer, that is dependent on a certain level of typing proficiency, in a classroom of 30+ plus students is somewhat dubious. The first question should be "What do we want to accomplish with this computer?" and then "What are the hardware/software limitations?" Unfortunately, because many computer suppliers (and elementary administrators) are large on promises and short on focus, the computer in the classroom becomes little more than a "game station" or is ignored all together when it comes to curriculum design. It is my contention that, within pre-defined limitations, the computer can offer the elementary teacher a great benefit.

This unit would discuss the hardware realities "out there" (a sea of single drive Apple][e's) and an overview of commercial and "shareware" programs that are available to help teachers bridge the gaps between the promises and potentials and hardware/software realities.

A very well written prospectus and much-needed idea. This could _easily_ turn into a conference proposal Joe!!

Let me know if you need any assistance!

Mid-term Examination
Education 502/Ryan
Summer Session 1993

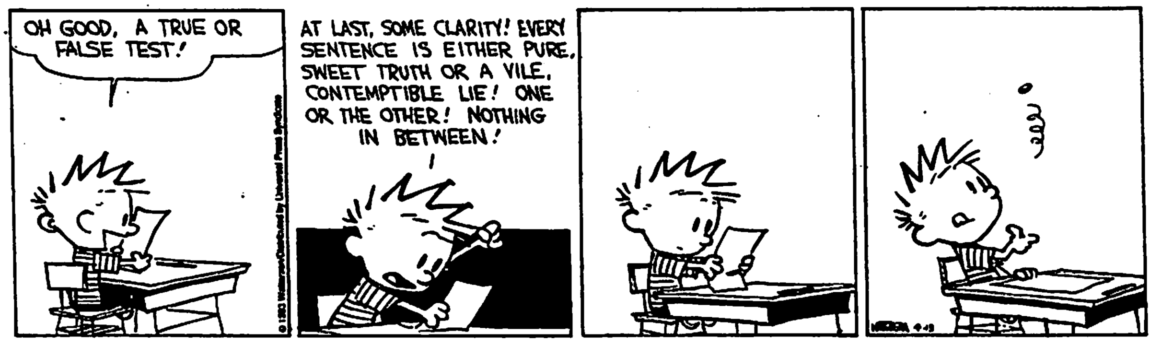
1. During the past three weeks you have had the opportunity to read books and articles and participate in discussions about whole language theory as well as viewing readers reading text (Dana video and your tutee). Based on these experiences, define whole language to the best of your ability at this point in the course. You may use as examples the course readings and/or your own personal tutoring experiences.

2. We have discussed the different types of student assessment in great detail. Please explain the pros and cons of both standardized assessment (briefly) and authentic assessment (in more detail) including the Primary Language Record, portfolios and miscue analysis.

3. We have discovered through our reading that self-reflection and evaluation are an important part of assessment. In light of this, I would like you to reflect upon your own progress in this course. What progress have you made since our first class meeting? What challenges do you have yet to overcome?

LOS ANGELES TIMES

CALVIN AND HOBBES By Bill Watterson


OH GOOD, A TRUE OR FALSE TEST!
AT LAST, SOME CLARITY! EVERY SENTENCE IS EITHER PURE, SWEET TRUTH OR A VILE, CONTEMPTIBLE LIE! ONE OR THE OTHER! NOTHING IN BETWEEN!
© 1993 Watterson/Distributed by Universal Press Syndicate

Joe Bustillos
Midterm ED502/Ryan
7-7-93

Great

① Whole language is not so much a technique as much as a philosophy. Based on current ~~theories~~ studies on how we learn & use language whole language attempts to impliment these findings. In part, because of the ~~imprecion~~ imprecision of human written (and oral) language we are multi-modal in our communication. In conversation we use body language, voice inflection and the general ~~environ~~ emotional ~~env~~ environment in addition to the spoken words. Is it any wonder that we would employ the same patterns when we read.

Current whole language theory says that the reader employs four different cueing systems to discern meaning from the written text. Of the four Pragmatic pertains to the prior knowledge and experience about life that we possess before addressing the text. Having already achieved some experience as listeners & speakers before we begin our career as readers we bring that knowledge about sentence construction and the general flow of a story or whatever we are trying to read. General ~~sen~~ sentence construction would pertain to the Syntactical cueing system & word usage within the larger flow of the story would be the semantical cueing system.

Excellent description of pragmatic system. What you described is often referred to as "intertextuality"

The fourth ~~[illegible]~~ cueing system, Grapho-phonic, pertains to the "dark marks on the page". It is the literal association of characters & words. The whole

Joe — You've done an outstanding job in your explanation of the cueing systems

also consider: integration Authentic lit & student centered curr.

language method doesnot advocate separating the characters (letters) from their word relations or story contexts. Characters in isolation is meaningless. In English associating the multiplicity of sounds with specific character in isolation of their normal usage is prohibitive. There are so many "irregularities" that it makes this method meaningless.

Whole language is dependent on multiple cueing ~~sy~~ systems and repeated usage. If the end goal is to read for meaning then the practice activity is to read for meaning.

2) "Student assessment" is a departure from the previous "standardized testing" model. Student assessment goes beyond "knowledge" of vocabulary words to meaning & comprehension. Consistent with the whole language philosophy student assessment ~~is~~ rejects the rigid binary logic of most standardized tests. Portfolios are a collection of the student's work that reflects the student's level of achievement across multiple "subjects." The PLR in conjunction with the portfolios, interviews and observations attempts to record signs & indications of the student's level of achievement. More extended anecdotal observations are also encouraged.

I like your reference to binary logic. I've never heard stan. tests described this way.

Standardized assessment is not consistent with whole language because it attempts to ascertain student achievement through compressed binary logic. It does not lend itself to determining student comprehension.

Miscue analysis is a form of assessment that generates a record of student achievement in reading by following a student's literal progress in reading.

The difficulty of student assessment versus standardized is that student assessment demands a greater commitment from the teacher. Much of the testing must be conducted on a one-to-one arrangement which can be very time consuming and emotionally taxing. Standardized testing with its scantrons & multiple choice formats is by far easier to teacher to grade.

Joe
I think you've hit the nail on the head in describing pros & cons of both types of assessment.

also consider: meaning construction in miscues

parent/child involvement in PLR

(3) Because of my inexperience with working with kids in academic subjects everything is new to me. In two "short" weeks I have been exposed to a lot of literature, to a whole new philosophy of reading instruction, and a new level of instructional integration. Because of my other course (which is ending tonight) and my work commitments I have found it difficult to keep up with the daily reading/journal assignments. But having spent the last two weekends in the library (I recommend UCI over Chapman's --- much easier to locate needed material) I believe that I will be able to fulfill my academic journal reading commitment. Now if I could just get a little flame lit under Jean-Paul's ... anyway getting him passed the pictures & into the text will be my challenge for the remainder of the class.

You've turned in quality work & I'm sure you'll get caught up.

I'm so sorry! I should have told you to feel free to use your computer. Your academic writing [illegible] great!

→ Sorry about the "challenging" penmanship --- that is why I would rather work with computers — so much more legible. JBB

Joe Bustillos
ED 502 Teaching Reading
Long Term Goals 7-15-93

Long Range Goals:

This is a very wise idea. A Masters & Ph.D. are much more meaningful if you've had lots of classroom experience

For me writing about ones long term goals often looks like an open invitation to over-philosophize (Lord forbid that I should succumb to the temptation to over-philosophize). I'm generally more comfortable discussing where I've been rather than where I'm going. But if I am going to talk about things "long term," I look forward to the time when I can take those experiences and mold them into a "teaching persona," a lesson plan, an atmosphere of learning. Honestly, my long term goals usually don't stretch much beyond having a classroom of my own and the responsibility of delivering the lesson plan to those students who will briefly wander through it.

I would like to do some Advanced Studies in Education, possibly get a Ph.D. But I have an important need to balance the classroom of theory with the classroom of experience. Having very little recent exposure to the classroom of experience I don't want to succumb to the temptation of becoming a library-technician with little practical personal experience.

But now that it has come to my attention that my credential work should count toward the core work of a Master's Degree, than damn tootin', I'm going to jump on the opportunity. I'm just not sure what my emphasis should be (is there a sarcasm emphasis?).

Unfortunately not

For all credential courses to count you have to do Curr & Ins. But, you could do reading!

Joe Bustillos
ED 502 Teaching Reading
Children's Literature 7-20-93

Birdseye, Tom. Airmail to the Moon. Illustrated by Stephen Gammell. New York: Holiday House, 19??. Picture book (great illustrations), Ora Mae Cotton loses a tooth twice in one day.

Thanks for sharing this one

Climo, Shirley. Someone Saw a Spider: Spiders Facts and Folktales. Illustrated by Dirk Zimmer. New York: HarperCollins Pub., 1985. Chapter book, an anthology about myths and folktales about spiders and their habits.

dePaola, Tomie. The Clown of God. New York: Harcourt Brace Jovanovich, 1978. Picture book, good cultural tale about a juggler and the unusual religious memorial he left behind.

Donnelly, Liza. Dinosaur's Day. New York: Scholastic, Inc., 1987. Picture book. A young boy and his dog go dinosaur hunting in their city, trying figure out which dinosaurs were hiding under the snow drifts along the street. Each drift turns out to hide a modern article like a bicycle or car, except the last one.

I love this one

Juster, Norton. The Phantom Tollbooth. Illustrated by Jules Feiffer. New York: Bullseye Books, 1989. Chapter book, bored Milo becomes the victim of numerous puns and word plays, but he pays the price is left much the wiser for it.

Kellogg, Steven. Prehistoric Pinkerton. New York: Dial Books for Young Readers, 1987. Picture book, The adventures of the goofy great dane puppy continues. This time Pinkerton is teething, and after chomping on 13 pencils, a broom, a bed post, a tree, a piano leg the dog in the stegosaurus costume sets his sights on a dinosaur bone.

Lasky, Kathryn. Dinosaur Dig. New York: Morrow Junior Books, 1990. Chapter book, Lasky chronicles the actual "blood, sweat, and tears" several families experience during their summer looking for and digging for dinosaur bones.

Merrill, Jean. The Girl Who Loved Caterpillars. Illustrated by Floyd Cooper. New York: Philomel Books, 1992. Picture book, a beautifully illustrated tale about a very unusual young Japanese woman who prefers the company of caterpillars and other insect wonders than the proper social trappings of her upbringing.

Munsch, Robert. Mortimer. Art by Michael Martchenko. Toronto: Annick Press, Ltd., 1985. Picture book, Robert Munsch's unusual theory on "white noise" and getting to sleep.

Munsch, Robert. *The Paper Bag Princess*. Art by Michael Martchenko. Toronto: Annick Press, Ltd., 1980. Picture book, Another Munsch twisted fairy tale: it's always worth chasing and beating the dragon even if that's what it takes to find out that the prince is a bum.

Neal, Charles D. *What Is An Insect?* Chicago: Benefic Press, 1961. Chapter book, a science primer on insects. "Great pictures" of mechanics and anatomy of bugs, not for the faint of heart (or other arachnophobes)

Sierra, Judy. *The Elephants Wrestling Match*. Illustrated by Brian Pinkney. New York: Dutton Lodestar Books, 1992. Picture book, an African folktale re-told about how the tiny bat brought down the giant boasting elephant.

great book

Van Allsburg, Chris. *Two Bad Ants*. Boston: Houghton Mifflin Company, 1988. Picture book, two foolish ants learn the difficult lesson, "there's no place like home" (it took Dorothy a tornado and MGM's annual budget to learn the same lesson).

Wescott, Alita C. and Carlotta M. Scott. *What Is A Reptile?* Chicago: Benefic Press, 1964. Chapter book, another science primer on reptiles. Answers the questions: how are reptiles different from other animals and how are reptiles different from each other.

Wilhelm, Hans. *Tyrone the Horrible*. New York: Scholastic, Inc., 1988. Picture book, a little dinosaur named Borland tries to make friends with the world's first bully named Tyrone. Tyrone treats Borland horribly until Borland teaches him a lesson.

Wood, Audrey. *Rude Giants*. New York: Harcourt Brace Jovanovich, Publishers, 1993. Picture book, a cow and a buttermaid outwit a couple of big oafs - or - what to do if you have neighbors who are rude *and* big.

Zim, Herbert S. and Hobart M. Smith. *Reptiles and Amphibians: A guide to Familiar American Species*. New York: Golden Press, 1963. Chapter book, a detailed somewhat dated field guide to slithery things (and turtles).

Joe Bustillos
ED 502 Teaching Reading
07-22-93
Library Visit

I'm glad this forced you to see what's out there

Tuesday afternoon I ventured to ye ol' Orange public library. I've been to a few libraries in my many years but it had been some time since I had spent any time in the children's section. The last time I perused the kiddies' section was when I lived with my folks in Mission Viejo and the only library that was available of the bookmobile variety (it's been a while).

I was very happy to see how well laid out the area was. Brochures listing independent reader selections for grades one through sixth were readily available. Those interested in Caldecott and Newbery winners also found easily available brochures listing these books. There was a schedule of summer activities prominently displayed at the librarians desk. And, of no small importance, there were ample sitting areas of appropriate shapes and sizes for little readers scattered about children's section. I found a quiet corner (away from Dave and his student) and caught on the latest adventures of Curious George---I really used to love those books.

Is this a hint?

There were two computer terminals for looking up one selection by author, title, or subject. Orange Main, is a very neat, well-organized library.

And it's a free resource!

Joe Bustillos
ED 502 Teaching Reading
07-22-93
Long-term Project: Epistemology

-Still??.

Good luck in your holy grail search. Can it be put on hold for time spent on the "publication push?"

1. Armstrong, David, Kenneth T. Henson and Tom V. Savage. Education: An Introduction. Third Edition. New York: Macmillan Publishing Company, 1989.
2. Beilin, Harry. "Piaget's Enduring Contribution to Developmental Psychology." Developmental Psychology, vol. 28, no. 2, 1992, pp. 191-204.
3. Benson, Garth D. "Epistemology and Science Curriculum." Journal of Curriculum studies, vol. 21 no. 4, 1989, pp 329-344.
4. Benson, Garth D., and Bryant E. Griffith. "The Process of Knowing in Curriculum." The Journal of General Education, vol. 40, 1991, pp. 24-33.
5. Berman, Louise M. "Perception, Paradox, and Passion." Theory in Practice, vol. 25, 1986, pp. 41-45.
6. Bloom Allan. The Closing of the American Mind. New York: Simon & Schuster, 1987.
7. Brussell, Eugene E., ed. Webster's New World Dictionary of Quotable Definitions. New York: Webster's New World, 1988.
8. Cirone, William. The Condition of America's Schools. Orange, CA: Chapman University.
9. Clark, Reginald M. Family Life and School Achievement: Why Poor Black Children Succeed or Fail. Chicago, IL: The University of Chicago Press, 1983.

10. Daiute, Colette. "Multimedia Composing." Language Arts, vol. 69, April 1992, pp. 250-260.

11. Doll, William E., Jr. "Foundations for a post-modern Curriculum." Journal of Curriculum Studies, vol. 21, no. 3, 1989, pp. 243-253.

12. Harvey, Tim. EDELM 315, lecture notes, CSUF, Spring 1992.

13. Kay, Alan, "On Computers in Education." BYTE, vol. 15, no. 9, Sept. 1990.

14. Pournelle, Jerry, "Chaos Manor." BYTE, vol. 15, no. 9, Sept. 1990.

15. Prawat, Richard. "Conversations With Self and Settings: A Framework for Thinking About Teacher Empowerment." American Educational Research Journal, Vol. 28, no. 4, Winter 1991, pp. 737-757.

16. Prawat, Richard. "Teacher's Beliefs about Teaching and Learning: A Constructivists Perspective." American Journal of Education, vol. 100, May 1992, pp. 354-395.

17. Smith, Frank. "Twelve Easy Ways to Make Learning to Read Difficult." Psycholinguistics and Reading. New York: Holt, Rinehart and Winston, 1973.

18. Vallance, Elizabeth. "A Second Look at *Conflicting Conceptions of Curriculum*." Theory in to Practice, vol. 25, 1986, pp. 24-30.

Joe Bustillos
ED 502 Teaching Reading
07-22-93
Candidate Competence and Performance Standards.

You obviously know the best way to develop trust of kids

Student Rapport and classroom environment

With Jean-Paul it was immediately evident that he has the capability of being a good reader, but he was unwilling to risk saying the wrong word while reading to me. This required that we develop a certain sense of trust. Beginning with not kidding him about things that might be important to him to attentively listening to him as he read, we spent time developing this trust. By the end of our time together I feel that he was very relaxed and very much himself around me.

And maintain his interest

Curricular and instructional planning skills

During the last week of our time together Jean-Paul and I had five 2-hour reading sessions in a row. We had not originally planned it that way but the Fourth of July and his schedule necessitated an adjustment. With so much time together compressed into a very short interval, it required that we limit our activities to the ones that would specifically help in the reading process.

Diverse and appropriate teaching

This was a stroke of genius

I wanted to demonstrate to Jean-Paul the strengths of using 4 cueing systems instead of the single system he was using. I used a baseball batting analogy in which I let him hit a nerf ball a couple of times and then gave him a baseball cap to wear which cut off his peripheral vision. His hitting dropped off significantly. Thus I communicated to him the value of using all the tools that are available.

Student motivation, involvement, and conduct

I'm not sure I understand

In the case of working with Jean-Paul this aspect is a bit like developing rapport. It's a matter of trust, genuine concern and appropriate honesty. Sometimes I had to drag him through the paragraph we were reading but he needed it. And we always did so much better when things were dealt with honestly and without delay.

Presentation skills

Besides the time that I've spent with Jean-Paul and present a couple chapters of my novel and literature web in front of the class, I've been an aerobics instructor for seven years so I know all about visual and aural cueing systems and presenting my material in an appropriate fashion.

on top of everything else?

Student diagnosis, achievement and evaluation

I'm glad you looked beyond the surface level

In the past I have prided myself in being able to apply observe a situation and develop an assessment and developing an appropriate strategy. Jean-Paul's file contained the single indication "difficulty reading" and I needed to get beyond that and the stereotypical aversion that most nine-year-old have for reading during the summer. Jean-Paul is in transition, with his family planning to move to Las Vegas in the Fall, so his willingness to apply himself was that much more double-minded.

Cognitive outcomes of teaching

This is what many have to get over

I think in the end Jean-Paul gained a little confidence in his abilities and with more work he won't have to concern himself with the stigma of being a "poor reader." What future tutors might focus on is the other interests in his life besides dinosaur and baseball. Grounding his reading and reading material to relevant things in his life will help in no small way.

Affective outcomes of teaching

As I wrote above, I think that Jean-Paul will not have the kind of dread that he used to have when he thought about reading "chapter books." He started the summer by bringing his own "dinosaur" book or a supplemental book and each one worked well with what we were studying. I think that would help him see that reading and reading teachers are not always adversarial.

Capacity to teach cross-culturally

You'll get more experience in student teaching

This did not come into play too much in my dealings with Jean-Paul. But I have personally lived a collection of lives in various cultural sub-groups, religious and ethnic, so I know how to appreciate different takes on reality.

Professional obligations

In a word, it is honesty. It is fundamental to being trusted by my student(s) and my peers. The importance of this task, teaching, is such that I cannot approach it like it can be done "part time" or without regard for the gravity of our influence. This is something that I take very seriously.

I'm happy to hear this!

CHAPMAN
University
Orange, California 92666

Final Report

Name of Tutor JOSEPH B. BUSTILLOS Date 7-20-93

Name of Student JEAN-PAUL DOWNS Age 10 Grade 4

Dates of enrollment in Summer Semester, 1993 from JUNE 28 to JULY 16

Report attached

To Parents and Teachers:

"We are in the midst of a revolution--a quiet, intellectual revolution spinning out dramatic insights into how the brain works, how we acquire language, and how we construct meaning in our lives. **Psycholinguistics, language acquisition theory, and research in composition and literacy** unite to present new challenges for students and teachers of English-language arts and to suggest the need for a fresh look at literature, the core of the discipline, and at the strategies for teaching listening, speaking, reading, and writing."
from page 1 of the California English/Language Arts Framework

The student named above has participated in our student-centered reading program for the semester. The following report has been prepared by his/her tutor and has been approved by either the Director, Pamela Perkins, Ph.D., or Assistant Director, Bobbi Fisher. If you would like to discuss any aspects of our program, please contact us at Reeves Hall, Chapman University, or 997-6613. Our prospective teachers are learning about practices in supporting young readers based on socio-psycholinguistic theory of literacy, upon which the California English/Language Arts Framework and other frameworks and handbooks are based. Those frameworks are available through your school district and are available at the Chapman University Book Store.

Pamela Perkins

Pamela Perkins, Ph.D.
Director

Chapman University
Strategy Plan for Student-Centered Learning

Tutor: Joe Bustillos
Learner: Jean-Paul Downs
Place: Chapman Reading Center

FINAL REPORT:

Main Focus of Instruction:

The main focus of our instruction time together has been to develop an atmosphere for Jean-Paul to experiment with reading out-loud for comprehension.

What does this mean? Why did you choose this?

Types of Activities:

reading out-loud
silent reading
reading alternating paragraphs
reader's theater (Tom Sawyer)
interactive computer dinosaur program - associating spoken/written dinosaur name with dinosaur picture
drawing dinosaur pictures
break activities: nerf baseball, air hockey, fooseball

This needs to be woven into a text rather than just listing

Books and Materials:

Bakker, Robert T. The Dinosaur Heresies.
Bustillos, Joseph B. "The Road Race."
Climo, Shirley. Someone Saw a Spider.
Juster, Norton. The Phantom Tollbooth.
Twain, Mark (Samuel Clemmons). Tom Sawyer.
????. Dinosaur's Day.
"Dinosaur Adventure" IBM multimedia computer program by Knowledge Adventure

Comments Regarding Progress:

Needs lots of work Joe! Let's meet if you need assistance. Time is running out!

Chapman University
Strategy Plan for Student-Centered Learning

Tutor: Joe Bustillos
Learner: Jean-Paul Downs
Place: Chapman Reading Center

FINAL REPORT:

How about starting w/something positive? His strengths as a reader?

Main Focus of Instruction:

Jean-Paul was quiet and seemed distracted when we first met. Once he start talking he showed good language skills and appropriate cognitive skills. When he read he was barely audible and poured over every syllable. When I asked him what the text he had just read was about his usual response was "I don't know."

maybe focus
mention (cueing
on systems)

My first impression following our first two sessions was that he had learned a phonics method of reading quite well and therefore was completely focused on speaking the text letter-perfect, which slowed his reading down to a crawl. Even when I told him to "just read through" the text that he didn't recognize he was unwilling to risk "misreading" it. With all of this work going into converting the written text into sounds it was little wonder that he had no room for comprehension in his reading process. Therefore, he read in a whisper or mumble, came to a dead stop when he ran into that he was unfamiliar with, and did not seem to enjoy the process at all.

Nicely done very descriptive

I tried a few activities designed to remove the risk from his reading and to develop an atmosphere for Jean-Paul to experiment with reading out-loud for comprehension. We played an object-lesson oriented game of baseball in which I asked him to his the ball (a nerf-type ball) with a limited field of vision. He was unsuccessful. Then I ask him to hit it as he normally would. He did much better. I tried to communicate that it's the same with reading when focus on only the characters on the line we're reading, it's more difficult that way. I am not sure that he got the message. His reading did not change.

We also tried a computer multimedia program that had dinosaur pictures, movie clips, word games, and text. He seem to bore with this program quickly. He didn't want to do any of the reading parts. There was a game in which the student matches the dinosaur name which is displayed and spoken by the computer with the appropriate picture. Jean-Paul mostly just guessed at it. [to be continued]

then does this belong in the report? We're more interested in what worked so the info can be used in the future

Types of Activities:

reading out-loud
silent reading
reading alternating paragraphs
reader's theater (Tom Sawyer)
interactive computer dinosaur program - associating spoken/written dinosaur name with dinosaur picture
drawing dinosaur pictures
break activities: nerf baseball, air hockey, fooseball

This needs to be woven into text

Books and Materials:

Bakker, Robert T. The Dinosaur Heresies.
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Twain, Mark (Samuel Clemmons). Tom Sawyer.
????. Dinosaur's Day.
"Dinosaur Adventure" IBM multimedia computer program by Knowledge Adventure

Great list

Comments Regarding Progress:

Joe -
Time is running out. I need a complete draft tomorrow so revisions can be complete by Wed! Talk to me ASAP if this is a problem!
C

Chapman University
Strategy Plan for Student-Centered Learning

Tutor: Joe Bustillos
Learner: Jean-Paul Downs
Place: Chapman Reading Center

FINAL REPORT:

Excellent very clear

Main Focus of Instruction:

Jean-Paul was quiet and observant when we first met. His interest in dinosaurs, snakes, and spiders preceded him. And true to form, he arrived at our first meeting with his dinosaur "field guide" book in hand quietly watching the chaotic swirl of tutors and learners getting acquainted. After briefly asking him interest inventory questions (teacher's resource, p. A5) we went to the student center to begin reading The Phantom Tollbooth and Dinosaur Conspiracy.

On the way to the student center I asked him some more questions about his family and in his answers he showed good language skills and age-level appropriate cognitive skills. I asked him to read at his own pace from The Dinosaur Conspiracy. He was barely audible as he read and seemed to be using only one cueing system (grapho-phonic). In as much as he was completely focused on the grapho-phonic cueing system every word that he spoke was consistent and perfect for that cueing system. When I asked him what the text he had just read was about his ~~usual~~ response was "I don't know."

O.K. very specific.

My first impression following our first two sessions was that he had learned ~~the phonics method of reading quite well and therefore was~~ to read using a grapho-phonic approach, which caused him to be completely focused on ~~speaking~~ reading the text letter-perfect. This slowed his reading down to a crawl. Even when I told him to "just read through" the text that he didn't recognize, he was unwilling to risk "misreading" it. With all of this work going into converting the written text into sounds it was little wonder that he had no room for comprehension in his reading process. Therefore, he read in a whisper or mumble, came to a dead stop when he ran into ~~that~~ words he was unfamiliar with, and did not seem to enjoy the process at all.

you may want to use "Keep on going"

When I read to him from The Phantom Tollbooth at our first meeting he seemed only marginally interested. I decided to concentrate on the dinosaur book (an area in which he seemed to have a genuine interest) and save The Phantom Tollbooth for another time.

Good

I tried a few activities designed to foster an atmosphere of trust and to lessen the fear of failure when he read out loud. At the beginning of our second session together we played an object-lesson oriented game of baseball in which I asked him to hit the ball (a nerf-type ball) after I'd given him a baseball cap to wear that limited field of vision. He was unsuccessful. Then I ask him to hit it without the cap. He did much better. I tried to communicate that it's the same with reading when we focus only the characters on the line we're reading. Because he was so immersed in "reading as oral recitation of text" the idea of

outstanding example

using other cueing systems may have still been beyond ~~his~~ how he was used to thinking about reading.

We also drew dinosaur pictures, played fooseball and air hockey in the game room and played a dinosaur naming game at the IBM lab in the science building. While his reading did not seem to improve as a direct result of these activities, he did become a lot more comfortable around me and that may have contributed to a greater effort on his part in the sessions that followed.

Good link to original goals

At our fourth session ~~he~~ Jean Paul showed up with a new dinosaur magazine and a copy of Tom Sawyer. He was not particularly interested in reading any part of the dinosaur magazine (the pictures were great), so we started working on Tom Sawyer. At first I simply read the text to him but then at our next session I'd made a xerox copy of the next chapter and I had him read all of Tom's spoken lines (which I had highlighted on the xerox copy). Of all of the activities and reading arrangements that we attempted, we seemed to have the most success with this one. Chapter three and four did not have as many speaking lines so I had Jean-Paul read alternating narrative paragraphs with me, in addition to reading Tom's lines. It was slow going but we made our way through the first four chapters of the book.

What was the response?

Using actual reader's theater with Jean-Paul might prove to be a good direction to take. He needs continued individual attention. But mostly he needs simpl~~e~~y to continue to read, to read out loud, to read material that is important enough to him ~~for him~~ to want to "know" what it is he is reading. ~~He definitely knows his phonics, now~~ He needs ~~to~~ practice in using the ~~other~~ four ~~three~~ cueing systems simultaneously. He needs to "practice" reading for comprehension, to continue to read with an encouraging ear in attendance and (maybe an occasional Michael Jackson song on the radio.)

What? I don't get it

Books and Materials:

Bakker, Robert T. The Dinosaur Heresies.
Bustillos, Joseph B. "The Road Race."
Climo, Shirley. Someone Saw a Spider.
Donnelly, Liza. Dinosaur's Day.
Juster, Norton. The Phantom Tollbooth.
Twain, Mark (Samuel Clemens). Tom Sawyer.
"Dinosaur Adventure" IBM multimedia computer program by Knowledge Adventure

Good list

Much better Joe! This is very clear & specific w/ lots of good examples. Will I have this tomorrow?

PAGE NO.

PREPARED BY

DATE

Joe -

I hope you won't mind that I've decided to keep a copy of your special project. You know, as I review all the info included I wonder if you would consider submitting a proposal for a conference. Computer info is pretty popular & you can certainly be considered an expert. Consider it — the handout is already finished! Congrats on a job well done. I was most impressed!

Well done!

executive®

Joe Bustillos
ED 502 Teaching Reading
Special Project Outline 7-21-93

Computers in the Classroom:
Let's get practical

intro: panacea or delusion?
"pournelle
"kay
1. the purpose of computers
in the classroom.
"daiute - and study
a. aid to teacher
b. aid to students

285/200

2. the limitations:
a. computers (intrinsic-gigo)
" weishar
b. education (hardware/software realities)
c. children (small motor control, one system of learning)

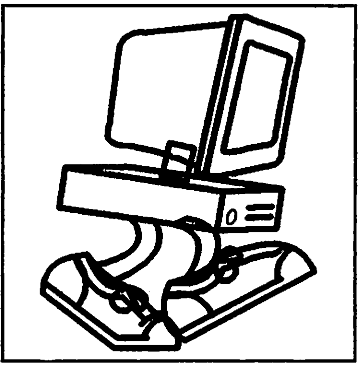
3. resources:
a. user groups/bbs
b. publications

4. tips/suggestions
a. hardware
b. software

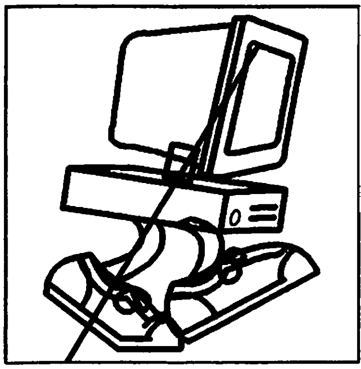
5. examples
a. Daiute - Multimedia and Writing
b. Bustillos - Communication unit

appendix
NOCCC BBS education software/shareware
sample school district computer surveys

Joe Bustillos
ED 502 Teaching Reading
Special Project Outline 7-21-93



Computers in the Classroom:
Let's get practical



intro: panacea or delusion?

1. the purpose of computers in the classroom.
a. aid to teacher
b. aid to students

2. the limitations:
a. computers (intrinsic-gigo)
b. education (hardware/software)
c. children (small motor control, one system of learning)

3. resources:
a.

1.1. aid to the teacher
1.1.1. classroom management
1.1.2. instruction

1.2. aid to the student
1.2.1. instruction
1.2.1.1. Drill and practice
1.2.1.2. Problem solving
1.2.1.3. Tutorials
1.2.1.4. Simulations
1.2.2. tools

Computer uses:

TOOLS:	**TUTOR**:	**TUTEE**
database (grade book)	Drill+Practice	Programming
multiple choice tests	Problem solving	(where we
word search (crossword puzzles)	Tutorials	teach the
word processing	Simulations	

readability levels
Cloze testing
artwork
music
spreadsheets
graphing/charts

computer);
we'll use
LOGO.

CAI: CHAPTER 8 (COMPUTER AIDED-INSTRUCTION)
characteristics (general)
interactivity
flexibility
adaptability (self-paced)
Evolution of CAI (1950, combat fighter training, '77 Intel)

Types of CAI:
- drill & practice: helps use and remember previously taught repetitive.
- tutorial: new material, interactive, science, tool software (1-2-3)
- simulations: chem lab, natural/social sciences, teacher directed de-briefing
- instructional games: goal oriented
- problem solving: motive/prob recognition, within corriculum this is the hardest to fit.

3 new CAI trends:
1. multimedia
2. Interactive video instruction (IVI), foriegn language, re-purposing
3. Intelligent CAI (ICAI), ITS, expertise, tutor student module, artificial intelligence assisted.

research:
- effective overlong and short term
- highest gains among elementary
- best in math and foreign lang.
- improves retention of learning
- decreases learning time
- students react favorably

BUT
- not likely to develop general problem solving skills
- many studies conducted before micros
- early studies' methodology suspect
- much "research" actually anecdotal

ADVICE:
be cautious about findings, still need teachers, integrate...

OTA finding 1989, 1/3 had less than ten hours on training, focus on computer use, not computer instruction:
but: findings show, students learn more & retain more,
less instructional time, like class more, more positive attitude about school in general and computers themselves.

CMI: COMPUTER MANAGED INSTRUCTION (CHAP 10):

computer helping the teacher run the classroom. computer help re: individualized instruction, teacher tells computer about student A needs X and Y requirements, computer doles out testing at student's pace to meet specified goal.
testing, monitoring, drills
concerns: cost, complexity of setup, decreased student/teacher interaction, questioned effectiveness.

greatest advantage: record keeping capability... track and evalute student progress, and test analysis, if you have the time to learn it, it frees up more time.

Implimentation suggestions:
tie to specific need
most effective need (not arbitrary)
teacher must be commited to the idea
teacher should be open to inquiries
should be acquainted before meaningful dialog

Support Tools

TIC Project:
state document on ed software available (technology in the curriculum) and reviews (plus videos available) as of 1988, desirable to exemplory (available at Orange County Dept. of Ed.)

Ideally, use TIC, talk to other teachers, computer publications, and review it yourself. Methodology: 3x, twice as a student and once as teacher; as teacher look for teacher things, once as good student (how far), once as bad student (can you hang it up?).

MECC Software (Minn. Ed. Computing Corporation) - "Oregon Trail" a complete package;

EISI Ed. Soft. Pub., (ed software source), Los Gatos, CA, 800-955-5570

Educational Resources, 800-624-2926

CUE (Computer Using Educators), see bulletin board.
4-6 pm, Oct 8, Spurgeon Intermediate, 2701 W. 5th St. SNAN (5th&Fairview) more info Pat Lawrence 971-3501.

WordProcessing Chapter 3:

ex.: AppleWorks
features: fonts, wordwrap, search and replace, move, copy,

pre-writing, spell-check, punctuation and style, thesaurus.

Benefits: develops positive attitude, more time on content versus corrections, style improved, reduce over-emphasis on mechanics, neat appearance, lack actual revision. Generally student will take more risks with their writing, it's easier to read, really simplifies the correction process.

"keyboarding": drill on using the keyboard not necessarily useful---lack of use reverts to lower level---just let them use applications rather than straight drilling.

The tool for the professional teachers:
David A. Dockterman article from :
Great Teaching in the One-Computer Classroom
Tom Snyder Productions, Inc.,
Educational Software
90 Sherman Street,
Cambridge, MA 02140
(617) 876-4433

as admin tool:
as instructional aid:
only as good as the instructor
electronic grade book - "Grade Busters 1-2-3"; ave. mid. semester, individual students, more time teaching;
information management - less writing, copying to different media (dittos, etc)
letter writing - to all students, not just "bad" kids, improves parent communications
use of TimeLiner
social studies toolkits: our world, our nation - access to databases - not "overwhelming", with databases can create "Oh wow, graphics!", outliner program/hypertext organizing tasks.

4 things you need to have to telecommunicate:
1. need to have a computer
2. need to have a telephone line
3. need to have a modem
4. need to have telecommunications software

reasons why teachers weren't using computers:
lack of sufficient equipment
lack of planning time
---need of patience to develop computer-teacher skills

Joe Bustillos
ED 502 Teaching Reading
Special Project Items 7-20-93

Quotes:

Apples are for schools
by Tom Weishar
from SPCApple Press
(OrangeBytes, vol 17, No. 8, Aug. '92, p. 20 NOCCC)

John C. Dvorak is a computer jownalist who has been around a number for years. One of his current residences is the back page of Mac User, where in the February 1992 issue, he moons the Apple II community.

While I'll readily agree the Apple II family isn't as sexy as the Macintosh family, it does have significant advantages for educators. Right out of the box an Apple IIe costs less than any Mac (and a lot less than any useful Mac), which means schools get more machines per dollar. Next, those teachers who are using computer technology in education are, for the most part, using Apple IIs. Forcing these teachers to switch to another computer wastes their expertise. But the most important virtue of the Apple II for education is its stability.

The Apple IIe was introduced in 1983, a year before the first Mac. Because of its open design, a 1983 Apple IIe can easily use today's SCSI hard drives, can print on today's Postscript laser printers, can share files with other Apple IIs---as well as Macs and PCs---using today's AppleTalk networks, and has been able to overlay video images from a VCR or videodisc player on its own 1983 display screen for a couple of years already (something Macs are just now, with a great deal of fanfare, beginning to do). A 1983 Apple IIe can be an outstanding citizen in any school's 1992 computer system. Every month, educational publishers release software that is written to run on those 1983 Apple IIes. Macintoshes and MS-DOS machines, on the other hand, have by design, limited life spans. The original 128K Macintosh, introduced a year after the Apple IIe, doesn't even make a decent paperweight in 1992.

It's obvious that there will be Apple IIs in American's schools for years to come. Ask any administrators who opted for the original 8088 IBM-PC in 1983 what kind of new software is being released for those computers this month. Ask administrators who opted for the 128K and 512K Macs in the mid-80s whether the Apple IIGS wouldn't have been, in retrospect, a much better investment.

If you're not getting the message, let me turn conventional wisdom on its head---buying Macs or PCs is an immediate investment in obsolescence. Buying an Apple II is an investment in a computer that will be in Americas's schools almost as long as chalk. If you had as little money to spend as the US education system toes, would you invest in computers that you knew would be obsolete before your freshmen were seniors?

If Dvorak spent a few weeks in his kid's classroom, he'd quickly learn that computer technology of whatever scope isn't the answer to most of the classroom teacher's challenges. And he'd learn that what works for American industry doesn't necessarily work for American education, The Apple II family provides the modest, stable level of computer technology that American education needs. The challenge is to get the country's computer experts off education's back. Let's let teachers teach with the tools they ask for and stop shoving expensive technology---that wastes their time without solving problems---down their throats.

Alan Kay:
On Computers in Education

I have worked with children over most of my career in Macintosh stuff. The PARC stuff that we did was originally designed for children. It workes on adults because we have to think harder to design the stuff for children.

I don't think the technology is as big an issue [in education] as people's attitudes and values. Putting computers into schools is like [if] for some reason we thought our kids wouldn't succeed if they didn't become musicians [so] the state legislature decided to put pianos in every classroom. It's not going to help. Any musician will tell you that music is not in a piano. What I'm trying to say is, if you put computers in every school, it's like pianos in every school.

Everybody wants media and technology to save them, but it's attitudes, [and machines don't affect attitudes]. People think there is content in technology. And there isn't content except in what it makes us into. And that's something we have to decide. That's what our value system has to decide.

It doesn't require any money to have an attitude change. That's why it is so hard. We don't grow things, we fix them. So our idea about education is that children are defective adults---they have to be "fixed" in school---whereas more enlightened people like [Jean] Piaget and Jerome Brunner think of children as something you grow. They're all right the way they are. What we try to do is grow them in a certain direction. But there's nothing deficient about them. And the difference between those two attitudes is huge.

The way to save education is to get parents directly involved in the welfare of the children. That's the number-one thing. I've visited a lot of schools in the last 22 years, and the ones that have worked, 100 percent of them have had strong parent involvement. Because the thing about a school---a school is a lot of differnt kinds of things. Some schools are more regimented than others, but they all are daleidoscopic. There's tons of stuff going on. It is extremely difficult for kids to actually consolidate any knowledge in the classroom. What happens at best is they are exposed to new ideas and different kinds of things. A consolidation, when it happens, happens at home. And it is *how* it happens,it's the attitude of their parents: if their parents are learners, if their parents are readers, if their parents come into the classroom.

I'm fully behind this thing that Iaccoca and the head of the National PTA are trying to do, which is besides having something like maternity leave, also get companies to give employees a half day a month off with pay if they go into their kid's school. You don't need all this [stuff]. You just need the parents to make sure the television is off for a reasonable amount of time, parent involvement, parents coming into the classroom, the parent obviously valuing what the life of the child is. And the children will respond every time.

When you have something like that, you can come in with the technology---you can come in with a piano, you can come in with a computer, and you can amplify the hell out of it because technology is just an amplifier. If you've got [junk], you're going to get [junk] amplified a millionfold. (BYTE, vol. 15, no. 9, Sept 1990, p. 232)

Jerry Pournelle
The Next Revolution

In the 15 years since BYTE was founded, we have seen incredible changes in the hardware available to us. The 486 I now have on my desk (under it, actually; it's a tower configuration) has far more power than did the Hulking Giants of 1975. This trend hasn't stopped. Microcomputers will beocme increasingly powerful for lower and lower prices.

The microcomputer revloution has irretrievably changed the way we do business. It has brought glasnost, if not perestroika, to the U.S.S.R. The development of information networks and utilities continues apace. What remains?

I thin the next great impact will be on the schools. Earlier this decade, a Presidential Commission on Education reported that "if a foreign government had imposed this system of education on the U.S., we would rightly consider it an act of war." Another report noted the similarity---in both organization and results---of the U.S. school system to the Soviet system of collectivized agriculture. Little to nothing has changed since those reports---indeed, in some places things are worse, not better.

On the other hand, the compute has had almost zero impact on American education. This is in part becuase there is no decent educational software, in part because we've yet to have really widespread distribution of small computers into the educational system, and in very large part due to the resistance of the educationist establishment, which fears these machines as the Soviet *nomenlkatura* rightly feared the introduction of microcomputers into the U.S.S.R.

All this will change in the next decade. As I write this, IBM is announcing new emphasis on computers intended for the home and the schools, with introduction of new machines designed to compete in those markets. Commodore has comeout with a new machine for home and school. The makers of Nintendo game systems have plans. Philips/Polygram continues development of Compact Disk Interactive drives. CDI will certainly have a major mpact on the information revolution. And the installed base of the CD-ROM doubles each year as the price of CD-ROM drives falls.

As the installed base of really powerful home computers grows without limit, the schools will be unable to resist bringing these machines into the classrooms. With such large market p[otentials, capital will be available to write and promote exciting new educationbal software.

Even more impact will come from the developmetn of new authoring tools. Owl International's Guide, Apple's HyperCard, Microsoft QuickBASIC, and other such programs will let the ordinary user develop sophisticated educational programs.

We'll have a lot of false starts. The centralists will try to dictate the form and content of educational software, and for a while they will succeed, as they have generally succeeded in controlling textbooks. But they will not be successful enough. Large U.S. corporations are already concerned that the schools aren't producing graduates with enough education to be put to work without extensive reeducation and training. Most companies remain snowed by educatinoist hype, but business by its very nature demands results; and there will come a time when business itself will, in self-defense, begin educating not only its employees, but their children.

I have earlier proposed that large corporations provide their employees not only day care, but on-site schools for their children; and that they demand that the teachers in these schools *get results*, not offer excuses for why the kids didn't learn anything. I think this will happen; and that these and other private schools will be sufficient market for educational software that actually accomplishes something.

Meanwhile, many classroom teachers will despair of changing the system and will begin to make use of educational software that works. After all, most teachers don't want kids to fail. Many have been taught so many "diagnostics," which is to say excuses for failure, that they no longer expect the children to succeed; but most teachers hate that, and if they can be shown that there are methods that work, they'll adopt them.

It will be a long and difficult battle, as difficult as anything that has happened yet; but in my judgment, the samll computer will bring decentralization---perestroika---to the American school system as surely as it has brought glasnost to the U.S.S.R. (BYTE, vol. 15, no. 9, Sept 1990, pp. 70-72)

Software:
Apple programs: (eg., at Reading Center):

Appleworks - (apple) wp, integrated

The Children's Writing and Publishing Center (apple/mac)

Circus Math (apple) math 2-3,

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Fraction Concepts (apple) - math 3-5;
Fraction Munchers (apple) - math 3-12;

FredWriter (apple)

Friendly Computer (apple)

Grammer Gazette (apple) - dtp 5-6; mad news (for reporters), weird news (for editors), and pig tales (for staff writers)...

Grammer Monster (apple) - la 3-4; selecting words to complete sentences, editing usage errors, and (my favorite) identifying parts of speech

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Lewis and Clark Stayed Home (apple) - social studies 5-9 - role playing, simulation

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intro:
student Chapman university, informal study on microcomputers in the classroom, K-6
questions:
* District administrator in charge of micro computers?
* any statistical/numerical info available on micros in the classroom?
* typical school =
    a) 1 micro per classroom (Apple II)?
    b) 1 micro lab 3 or more computers? (types?)

c) 1 school computer specialist or 1 district specialist?
d) how many elementary schools in your district

School Districts:

Anaheim City Elementary School District (535-6001), Dan Robertson, a) no;b) yes, 17-25 in lab, Mac LCs;c) district level specialist, labs run by instructional aides;d) 21 schools

Buena Park School District (522-8412),30 stations lab IBM p/s2, on-site file server, labs run by instructional aides using josten's ed software (one using Wasach); 6 elem., 1 jr 7-8

Capistrano Unified: (489-7000), Pat Levens (489 -7275); n/a; 1 lap 8-10; some classroom 3, some none; Apples II, MAC, IBM P/S2; contact person at each school; 21 primary schools.

Irvine Unified: N/A - vacation

Orange Unified: 997-6101, 6307 - elem. education; a few have 1 per classroom; most have labs (Apples), number of micros unknown; district off, most have one parent monitoring the school lab; 26 schools

Saddleback Valley Unified MSVJ (586-1234), Linda Smith, tech specialist, Carol Kent; n/a; a) yes, b) 20 computers - Apples II - Mac IIsci; on site specialist; 23 schools

Santa Ana Unified School District: IS: Bob "this is Santa Ana!" 433-3400, PubInfo 558-5555, 5523, elem. ed, 5883 assist. super., a) no, b) 558-5533, Lupe O'Leary, elem. Carver = a) no; Carver - science-tech, 14, going to one per classroom b) lab, stations unknown, some schools have labs, hardware unknown; 21 classrooms; 29 elementary school in the district

Westminster School District: 894-7311, Mr. Lawson, a) some school 1/2 b) lab yes, stations 16 (up to 30), Apple IIe, some GS; c) no at district level, some labs run by instruction aide (or teacher-plus regular duties); 14 3 intermediate 7-8 2=6-8

6/21

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The Mouse & the Motorcycle Beverly Cleary 4th 3rd
[Ramona Books]

Island of the Blue Dolphins Scott O'Dell 4th

Eric Carle The Very Hungry Catapiller 3rd

Alexander & the ... Day Judith Viorst

The Secret Garden, Frances H. Burnett

Ira Sleeps over Bernard Waber